

SAWLEY JUNIOR SCHOOL

Wilmot Street, Sawley, Long Eaton, Nottingham NG10 3DQ

Telephone: 0115 973 3626 Fax: 0115 973 4036

E-mail: info@sawley-jun.derbyshire.sch.uk Website: www.sawleyjunior.co.uk

Headteacher: Mrs A Burton Deputy Headteacher: Mrs L Taylor



JOB DESCRIPTION

JOB TITLE: Head of School

SALARY SCALE RANGE: Leadership 14-18

RESPONSIBLE TO: Headteacher of Sawley Junior School

MAIN PURPOSE OF ROLE

- Shared responsibility for the strategic, professional leadership and management of the school, formulating the school's aims and objectives and monitoring progress against these.
- To work towards fulfilling all the requirements and duties as set out in the National standards of excellence for Head Teachers.
- To lead by example, model best practice and achieve any performance criteria, objectives and targets agreed with, or set by the Trust Senior Leaders in accordance with the requirements set out in the School Teachers Pay and Conditions Document.
- To promote the values and principles of the Trust and demonstrate professional integrity and skill as is commensurate with a significant senior role in the organisation.

QUALITIES AND KNOWLEDGE

- Hold and articulate clear values and moral purpose, focused on providing the highest quality of education for the pupils they serve.
- To develop a vision of school improvement and to lead the staff in: reviewing and evaluating the effectiveness of the School Development Plan, and in thorough on-going Self Evaluation.
- To keep up to date with developments in education and successfully translate local/national policy into the school's context. Developing key initiatives such as strategies to improve teaching and learning and create/develop school specific policies (e.g. Behaviour Policy).
- To develop, inspire and motivate effective teams to sustainably raise the quality of teaching across the school in order to raise standards.
- To develop effective partnerships in the community with a variety of stakeholders through collaborative practice, actively promoting the work of the Trust.
- To regularly review own practice, set personal targets and take responsibility for own professional development.
- Be outward facing and forward thinking.

LEADERSHIP AND MANAGEMENT

- Work with the Headteacher to ensure that the school has an effective staffing structure.
- Promote and develop exemplary leadership and management practice, encouraging positive staff participation and collaboration, and effective communication channels.
- Lead with clarity, enabling all staff to work and deliver processes consistently and accept responsibility for shared outcomes across the school.
- To ensure equality of opportunity for all staff and pupils.
- Support a culture in school where staff are motivated and supported to develop their skills and knowledge, equipping them to carry out their professional duties and deliver a high standard of education to all pupils.
- Hold staff to account for their professional conduct and practice, ensuring systems are in place to manage performance effectively in line with Trust policy.
- Work in partnership with the Headteacher and central Trust support services to manage school resources effectively, ensure the smooth running of school operations and ensure compliance with legal requirements.
- Develop an understanding of best value for money to ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils
- To rigorously monitor and evaluate the performance of the school and provide feedback to the Local Governance to assist decision making processes.
- To work in collaboration with governors, other Trust schools and Trust peers in order to develop networks to share good practice and aid school improvement.
- To embrace Trust specialist roles, including the use of external consultants, in order to ensure school practice development and refinement.
- Share the leadership of safeguarding, ensuring effective, robust and tenacious processes are in place for all pupils across the school.

PUPILS

- Develop an outstanding curriculum framework for pupils to experience, firmly rooted in best practice evidence and based on the principles of building cumulative knowledge.
- Ensure ambitious standards are set for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour management strategies.
- Ensuring that the school has in place effective systems of pastoral care for all students.
- Lead and implement effective, robust and tenacious processes to ensure that all pupils attend well, and rates of persistent absenteeism remain low.
- Ensure the provision for pupils with special educational needs is exemplary.

- Ensuring pupils' learning and progress is effectively monitored, recorded, reported and celebrated, and that students experience continuity and coherence in all their learning experiences across the curriculum and the entire age range.
- Creating ways for pupils to be actively involved in school decision-making process and for their views on learning process to be listened to and respected.
- Build positive relationships with parent/carers and encourage their engagement in order to support children's learning.
- Ensure parents/carers receive regular information regarding their child's progress and what is happening across the school.
- Ensure that parental views are sought, analysed and used to inform school improvement.
- Expand the profile of the school within its immediate vicinity, finding ways in which the school can contribute positively to its wider community, whilst exhausting ways in which the school and its pupils can benefit from networks further afield.

SYSTEMS AND PROCESSES

- Build an understanding of school systems, organisation and processes ensuring that they are well considered, efficient and fit for purpose.
- To raise standards across the school, with particular reference to academic performance, using data and benchmarks to monitor progress in every child's learning.
- To share the overall leadership for the provision of excellent teaching and learning across all aspects of the curriculum. Establishing creative, responsive and effective approaches to teaching and learning.
- Create an ethos which promotes outstanding teaching, effective learning, high standards of achievement and excellent behaviour across the school.
- To set high expectations with regard to the quality of teaching, target setting and monitoring processes across the whole school community.
- To build an understanding of rigorous overall self-evaluation, including quality assurance and performance management at all levels.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- To regularly reflect and evaluate school performance based on clear evidence in order to build experience of school development planning.
- To ensure equality in both the education provision and employment practice, ensuring all staff adhere to this and maintain a strong commitment to inclusion.
- To ensure safeguarding policy and practices within school are fit for purpose and up to date. Ensure all staff are clear in their responsibility for safeguarding and the importance of this in their practice.

The Position of Designated Safeguarding Lead (DSL)

- To share lead responsibility for safeguarding and child protection.
- Undertake or appoint an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.
- To lead, support and provide advice to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so and to contribute to the assessment of children.
- To ensure deputy designated safeguarding leads are in place within the school.

Policy & Procedure

- Contribute to the school's child protection policy; ensuring it details the setting's own individual 'safeguarding arrangements', complies with procedures required by national and local legislation and guidance and goes 'beyond' compliance, demonstrating best practice.
- Work with the other DSLs to ensure the whole school child protection policy is specifically tailored to the school's child population.
- Work with the other DSLs to ensure that other statutory safeguarding policies are in place, fully compliant with legislation and guidance (both national and local) and are referred to within the child protection policy.

Referrals

- Respond appropriately and in a timely manner to disclosures or concerns relating to a child's wellbeing, ensuring allegations or cases of suspected abuse are referred to the relevant agencies in a timely manner. Refer concerns (including cases of suspected neglect and/or abuse) to the local authority children's social care or relevant agency.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child.
- Refer cases where a crime may have been committed to the police, including FGM.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Seek advice whenever necessary.

Working with staff and other agencies

- Ensure staff, volunteers and visitors, whether new or existing, can access and understand the school's child protection and safeguarding policy and procedures.
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention.

- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Attend and contribute to child protection case conferences, strategy meetings and other inter-agency meetings effectively when required to do so and provide reports for such meetings, following LCSP guidelines and be pro-active in sharing information with other agencies.

Training

- Undergo formal training every two years. In addition, their knowledge and skills are updated at least annually (Keeping Children Safe in Education 2023, Annex B).
- Undergo Prevent training and be able to support the school in meeting the requirements of the Prevent duty, including making referrals to Channel, and provide advice and support to staff on protecting children from the risk of radicalisation.
- Undergo training on female genital mutilation (FGM) and be able to; provide advice and support to staff on protecting and identifying children at risk of FGM, and report known cases of FGM to the police, and help others to do so.
- Share information, resources and updates with staff to provide them with the relevant skills and knowledge to safeguard children effectively (as per Keeping Children Safe in Education guidance). This includes; the indicators that a child may be at risk of different types of abuse, e.g. from CSE, CCE, mental health, child on child abuse, forced marriage, honour based violence, domestic abuse, FGM and radicalisation.

Raise Awareness

- Help ensure the school's child protection policies are known, understood and used appropriately by staff, volunteers and visitors.
- Help ensure that parents understand the school's procedures for keeping children safe, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and vulnerable groups.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

- To ensure all safeguarding records are accurate, detailed and kept up to date.
- To ensure records are stored securely and confidentiality is maintained at all times.
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Model best practice and uphold the principles of confidentiality and data protection at all times, whilst ensuring that data protection does not inhibit information sharing.

PERSON SPECIFICATION

Criteria	Qualities	Essential	Desirable	Assessment Method
Qualifications	• Educated to degree level	X		Application
	• Qualified Teacher Status (QTS)	X		Application
	• National professional qualification for headship (NPQH)		X	Application
	• Willingness to undertake National professional qualification for headship (NPQH)	X		
	• Demonstrates a commitment to continued professional development	X		Application / Interview
Experience	• Successful leadership and management experience in a school	X		Application / Interview
	• Experience of successfully raising standards in schools and pupil outcomes	X		Application / Interview
	• Experience of successfully leading and managing whole school change initiatives		X	Application / Interview
	• Experience of monitoring, evaluating and improving whole school teaching and learning standards	X		Application / Interview
	• Experience of presenting a clear account of the school's performance to members of the LGB		X	Application / Interview
Skills & Knowledge	• Data analysis skills, and the ability to use data to set targets and identify weaknesses	X		Application / Interview / Interview Activity
	• Up to date knowledge of developments in education and teaching and learning best practice	X		Application / Interview

Criteria	Qualities	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> Understanding of high-quality teaching, and the ability to model this for others and support others to improve Ability to motivate, inspire and create an ethos where staff work collaboratively to achieve a desired outcome Ability to communicate sensitively, clearly and persuasively with people at all levels Ability to handle difficult situations and conflict in a professional manner A strategic leader who has the ability to develop others to achieve their full potential Ability to build positive working relationships with all stakeholders 	X		Application / Interview / Interview Activity
		X		Application / Interview
		X		Application / Interview
		X		Application / Interview
		X		Application / Interview
		X		Application / Interview
Personal Qualities	<ul style="list-style-type: none"> A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Ability to take decisive action in order to achieve the desired outcome Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality in both employment practice and education provision 	X		Application / Interview
		X		Application / Interview / Interview Activity
		X		Application / Interview
		X		Application / Interview
		X		Application / Interview